

STATE OF IOWA

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Please distribute to all district and area education agency personnel who have responsibility for comprehensive school improvement plans, annual progress reports, and federal programs funded through the Elementary & Secondary Education Act

DATE: May 1, 2002

TO: Iowa Administrators

FROM: Judy Jeffrey, Administrator, Division of Early Childhood, Elementary and Secondary Education

SUBJECT: Reauthorization of the Federal Elementary and Secondary Education Act

This memo is intended to assist schools and school districts to understand the implications of the newly reauthorized federal legislation that has been known as the Elementary and Secondary Education Act (ESEA). This legislation covers a multitude of federal education programs that provide direction and funding to state education efforts. Federal funds appropriated to support this legislation comprise up to 6 – 7 percent of a school district's total budget. *Note: This letter does not address state-funded programs.*

ESEA 1994

In 1994, ESEA established content and performance standards for reading and mathematics. Through the 1994 legislation, lowa negotiated the "lowa Model" with the United States Department of Education (USDE). The "lowa Model" is the alignment of state policy (House File 2272) with 1994 ESEA and is now part of Division VIII, lowa Administrative Code (IAC) Chapter 12. Division VIII guides the accreditation of lowa schools and school districts. This is the policy that also created the comprehensive school improvement plan (CSIP), assessment of all students aligned with standards, and the annual reporting requirements (APR).

At this time, lowa, along with 29 other states, is working on a timeline waiver from the USDE to complete the requirements of the 1994 legislation. In the next two years, lowa must demonstrate to the USDE the following:

- All districts have aligned their assessments with rigorous reading and mathematics standards.
- All district-wide assessment measures are valid, reliable and technically sound.

ESEA 2002 - No Child Left Behind (NCLB)

At the same time lowa completes its timeline requirements for ESEA 1994, it must also begin to implement NCLB. For several years, the federal government has been working to reauthorize ESEA. Reauthorization was signed into law on January 8, 2002, and is now titled *No Child Left Behind*; however, the direction of content and performance standards for reading and mathematics continues through NCLB with additional modifications and accountability provisions. No Child Left Behind has implications for schools and school districts in Iowa.

What are NCLB implications for Iowa?

Although there are new requirements in the federal law, the DE does not anticipate that any major state policy that is incorporated into House File 2272 or Chapter 12 will need to change dramatically. Although lowa incorporates many of the requirements of ESEA at the local level rather than the state level (i.e., content standards, goal setting for student achievement and assessment measures) districts across lowa continue to demonstrate that this work meets the federal requirements. As the DE works with the USDE, area education agencies (AEAs), schools and school

Iowa Department of Education Page 2 12/03/02

districts to implement the new NCLB legislation, we will continue to incorporate our state policy in our state consolidated plan.

Each state is required to submit documentation to the federal government that details how the state will implement the new legislation. The DE will submit a consolidated plan to the USDE on June 3, 2002. This plan must be approved by the USDE. At this time, the proposed federal rules and regulations for a consolidated plan have not been provided to states. There are many parts of the NCLB bill that have not been formulated into the rules and regulations expected by the USDE. Therefore, the DE is presenting what is known -- with the understanding that some of the requirements could change with either the approval of lowa's consolidated plan or rules to be promulgated by the USDE in the future.

What are the basic differences between federal programs in the 1994 ESEA legislation and the 2002 NCLB

legislation?

ESEA 1994	NCLB 2002	DE Contact	
Programs	Program Changes		
Title I Basic (A)	Same	Paul Cahill	
		paul.cahill@ed.state.ia.us	
Title I (C) Migrant	Same	Donna Eggleston	
		donna.eggleston@ed.state.ia.us	
Title I (D)	Same	Kara Weigel	
Neglected/Delinquent		kara.weigel@ed.state.ia.us	
Reading Excellence Act	Title I (B) 1 -Reading First	Carlene Lodermeier	
	(state submits application to USDE)	carlene.lodermeier@ed.state.ia.us	
	Title I (B) 2 – Early Reading First	To be Determined	
Evenstart	Same (state submits application	Susan Andersen	
	to USDE)	susan.andersen@ed.state.ia.us	
Comprehensive School	Same (state submits application	Jim Graeber (until July 1)	
Reform	to USDE)	jim.graeber@ed.state.ia.us	
Class Size Reduction	Title II (A) – Quality Teachers	Dave Winans/To be Determined	
(added in 1999)		dave.winans@ed.state.ia.us	
Title IV Eisenhower Math and	Title II (A) – Quality Teachers	Dave Winans/To be Determined	
Science Funds		dave.winans@ed.state.ia.us	
Technology (TLCF)	Title II (D) Technology	John O'Connell	
		john.oconnell@ed.state.ia.us	
Title VIII Bilingual Education	Title III (B) Language Instruction	Carmen Sosa	
	for Limited English Proficient & Immigrant Students	carmen.sosa@ed.state.ia.us	
Title II Safe/Drug-Free	Title IV (A) Safe/Drug-Free	Linda Miller	
Schools	Schools	linda.miller@ed.state.ia.us	
21 st Century Community	Title IV (B) 21 st Century	Joe Herrity	
Learning Centers -\$ available only from USDE (added in '98)	Community Learning Centers	joe.herrity@ed.state.ia.us	
Title VI Innovative Schools	Title V (A) Parental Choice & Innovative Programs	Lory Johnson lory.johnson@ed.state.ia.us	
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	Title VI (B) 1 Flexibility &	Mary Beth Schroeder Fracek	
	Accountability Small Rural School Achievement (REAP)	marybeth.schoederfracek@ed.state.ia.us	
	Title VI (B) 2 Rural &	Mary Beth Schroeder Fracek	
	Low-Income School Program (REAP)	marybeth.schoederfracek@ed.state.ia.us	
Goals 2000	Discontinued		

The DE's Web site at www.state.ia.us/educate will be updated as information is received on program information, specific program allocations, funding levels, when applications for competitive programs are available, and any new information. Please select the page entitled NCLB.

What are the new federal requirements for school districts and lowa?

2002-2003			NCLB 2002
School Year	School District	Nonpublic School	
Beginning of school year	Х		Title I schools identified in need of improvement by the state continue their improvement plans, notify parents of the designation and offer school choice (notification of this requirement has already been sent to designated schools).
	Х		Any teachers newly hired with Title I funds must meet requirements of a "highly qualified teacher"*.
	Х		Any paraprofessional hired in Title I funded buildings must meet new standard of quality**.
	Х		Title I Targeted Assistance & School-wide programs, Title II and Title IV (A) Safe & Drug Free School programs that provide professional development incorporate scientifically based research***.
	Х	X	Provide school report card (APR). Achievement must be provided for free and reduced (F/R) and Individualized Education Program (IEP) subgroups compared to the rest of the population not F/R and not IEP.
During school year			Annual Yearly Progress (AYP) rates must be established based on 2001-2002 reading and mathematics achievement data so that all students are proficient by 2013-2014. (Additional information will be provided by the DE when the state consolidated plan is approved and the USDE promulgates rules for this section of NCLB.)
	Χ		All districts randomly selected for the National Assessment of Educational Progress must participate. (This is no longer voluntary on the part of districts or states.)
	Х		States and districts must report the number of "highly qualified" teachers (BEDS).
	Х		Districts must notify parents that they may request information on classroom teacher qualifications.
	Х		States (Iowa Condition of Education Report) and districts (APR) must issue public report cards - must include the number of Title I schools identified as in need of improvement and the number of attendance sites within the district.
	Х		Districts must select and administer an assessment to all English Language Learner (ELL) students for English proficiency (oral language, reading & writing). The DE will provide a recommended assessment list.
	Χ		Districts must be prepared to determine if ELL students have attended school for three consecutive years in the United States.
	Х		Districts must report the number of languages present in their student population (BEDS).
	Х	Х	Districts must assess all students in grades 4 (grade span of 3-5), 8 (grade span of 6-9), & 11 (grade span of 10-12). The USDE expects that all states will assess at least 95 percent of all students.
	Х		Districts must report the truancy, suspension and expulsion of all students. (DE will provide definitions and BEDS collection.)

2002-2003 School Year	Public School District	Accredited Nonpublic School	NCLB 2002
			State Board of Education must select an additional performance indicator for elementary schools.
	Х	?	Districts must be prepared to track graduation rate (DE will provide additional guidance – BEDS).
	Х		Title IV (A) Safe & Drug-Free Schools must report progress on indicators (separate report for this year provided by program consultant).
			States must provide an approved list of supplemental service providers for the provision of services to low achieving children served in a school identified for the third consecutive year as in need of improvement.
2003-2004 School Year	Public School District	Accredited Nonpublic School	NCLB 2002
Beginning of school year	X	X	Provide school report card (APR) September 15 that meets federal and state requirements.
During school year	Х		All ELL students who have been in the United States for three consecutive years must be assessed in English for reading.
End of school year	Х		Districts prepare data on graduation rate for reporting to public & DE (APR).
	Х		Districts prepare data on ELL achievement for reporting in APR.
	Х	Х	Districts prepare all data listed for 2002-2003 that are new requirements and current requirements for APR to be reported by September 15. (DE will issue checklist for these requirements).
2005-2006 School Year	Public School District	Accredited Nonpublic School	NCLB 2002
Beginning of school year	Х	Х	Reading and mathematics standards (benchmarks) must be in place for all grades 3 – 8.
During school year	Х	Х	All students in grades 3 through 8 must be assessed on reading and mathematics standards.
End of school year	Х	Х	Assessment information for grades 3 through 8 and grade 11 must be reported to the public and the DE.
	Х		All teachers in core academic subjects must meet highly qualified requirements.
	Х		All paraprofessionals working in a program supported by Title I funds must meet requirements of highly qualified staff.
2006-2007 School Year	At this time, there are no new requirements to be implemented during this school year.		
2007-2008 School Year	Public School District	Accredited Nonpublic School	NCLB 2002
Beginning of school year	Χ	?	Science standards for at least one grade level between grades three and five must be in place.
During school year	Х	?	All students in one grade level between grades three and five must be assessed on science standards.
End of school year	Х	?	Science assessment information prepared for reporting to public & DE.

Definitions provided in NCLB legislation with accompanying lowa status:

Iowa Department of Education Page 5 12/03/02

* **Highly qualified teacher** – Current teacher has obtained full state certification as a teacher and holds a license to teach in the state. <u>Iowa status:</u> Either initial or standard license to teach within the grade level and subject area for which they are assigned.

New teachers must hold at least a bachelor's degree and demonstrate the subject matter and teaching skills needed for their particular assignment. <u>lowa status:</u> At this time, all graduates from lowa teaching institutions will have passed not only an entrance level assessment for basic skills before being admitted to the teaching program, but also must pass multiple performance assessments to document competence on the licensing standards before being recommended for licensure. Until the state consolidated plan is approved, the DE does not have any additional guidance to provide on this matter. Any additional refinements to the definition will be provided before districts are required to report on the spring BEDS.

- ** Paraprofessionals Individuals hired with Title I funds after January 8, 2002, must have completed at least two years of study at a postsecondary institution or obtained an associate's or higher degree. If they have not completed postsecondary study they must then meet a rigorous standard of quality through a local academic assessment in reading, writing and mathematics. Paraprofessionals who are meeting the criterion of quality through a local assessment must have a high school diploma or its equivalent. Legislation allows current paraprofessionals four years to meet these standards of high quality. The DE will provide additional guidance when federal rules are promulgated. Lowa status: If you have a paraprofessional who has obtained a voluntary paraeducator generalist or area of concentration certificate, that would certainly meet this requirement. There is an exception for paraprofessionals serving as translators or who solely conduct parent involvement activities.
- ***Scientifically based research Research that applies rigorous and objective procedures to obtain valid knowledge through systematic empirical methods that draw on observation or experiment and involve rigorous data analyses that are adequate to test the hypotheses. The research has also been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

What does ESEA 2001 mean for the CSIP?

The DE is working to align new program requirements under NCLB into CSIP requirements. Because the state has not submitted its plan to the USDE and rules are not promulgated for all of the federal programs, the DE has decided that it is in the best interest of everyone to <u>suspend the submission of new CSIPs for this coming school year</u> <u>for the 20 percent of the school districts who would normally be filing a new CSIP.</u> Therefore, <u>no</u> CSIPs are due to the DE on September 15, 2002. The CSIP for each school and school district that is currently on file will continue to operate as your school improvement plan and as documentation for federal programs funded by NCLB.

How do school districts access federal funds under (NCLB 2002) for the 2002-03 school year?

Since there are additional requirements for many of the federal programs that are not explained in this letter, the DE will provide each school district an assurance document, budget applications for specific programs, and any additional federal program information needed for the coming school year. Many of the requirements will be met through the CSIPS on file with the DE. The DE is hopeful that these forms will be streamlined and easy to submit for the new federal requirements. We expect to be able to provide this information to you by the end of May 2002. These forms will be due by September 15, 2002. Each school district will submit only these assurance and budget forms in order to receive federal dollars for 2002-2003. It is expected that the DE will be able to draw down the federal dollars after submission of the state consolidated plan to the USDE.

It is possible, because of the increased federal mandates, that <u>all</u> accredited nonpublic and public school districts may have to submit a CSIP in September of 2003. If this is necessary, the DE will provide technical assistance workshops throughout the state during the 2002-2003 school year. The DE will also work with AEA school improvement consultants so that they will be available for direct assistance to your district.

Iowa Department of Education Page 6 12/03/02

Yes. The DE will continue with school improvement visits as scheduled for the 2002-2003 school year that will continue to focus on the implementation of the CSIP and student results. The schedule for these visits will be developed during the month of May.

What does NCLB 2002 mean for the APR?

Federal and state reporting requirements will continue for this school year. Annual progress reports document local accountability and the results of ongoing efforts in lowa to improve student learning. Each school and school district must submit its annual APR by September 15, 2002. The checklist for this APR will be mailed shortly.

What is new for APRs?

- When schools and school districts report subgroup data for students with disabilities and students on F/R lunch, these subgroups must be compared with the rest of population who do not have an IEP or are F/R. Remember, all students are to be included in the district-wide assessment, but only subgroups that total at least 10 individuals must be reported in the APR.
- As stated earlier, it is expected by the USDE that each state reach at least a 95 percent participation rate. Due to
 local efforts, the state has already achieved at least 95 percent participation for grades 4 and 8, but has not yet
 reached the expected participation rate for grade 11. Schools and school districts must also report the
 participation rate for each group and subgroup for this past school year. (A participation rate matrix will
 accompany the APR checklist.)

What will lowa do about the NCLB 2002 Adequate Yearly Progress (AYP) requirement?

School and school district APRs document progress on annual improvement goals is maintained for the present time under IAC Chapter 12 requirements. As the state determines how it will address the AYP and the federal requirement to have all students proficient by 2013-2014, the state will continue to inform schools and school districts of its progress. The DE will also provide technical assistance to districts and AEAs as the federal definition and formula become operational.

The state is expected to provide the basic data for AYP to the USDE in January of 2003. The USDE will provide states with additional information on this matter. This means that schools and school districts will report progress as usual on their local annual improvement goals for reading, mathematics and science. Schools and school districts will need to establish next year's annual goals (2002-2003) based on district and school data and report these in the APR submitted September 15, 2002.

What are key points for lowa's accountability?

- 1. Iowa schools must continue efforts at the local level to provide rigorous standards in reading, mathematics and science.
- 2. The DE must provide documentation to the USDE on the technical adequacy of local assessments.
- 3. The DE is currently developing plans for technical assistance with the technical adequacy of assessments.
- 4. Iowa schools must determine the technical adequacy of local district-wide assessments during the 2002-2003 school year.
- 5. The DE must provide documentation to the USDE on the alignment of these assessments to local standards.
- 6. The DE is currently developing plans for technical assistance with the alignment of assessments with standards.
- 7. Iowa schools must continue alignment of district-wide assessments with standards during the 2002-2003 school year.
- 8. Each school and school district must continue to administer a district-wide assessment measure in reading and mathematics at grades 4, 8, and 11 and a district-wide assessment measure in science at grades 8 and 11.
- 9. Additional grades for administration of district-wide assessment will be required according to the chart at the beginning of this letter.
- 10. With the implementation of additional assessment in 2005-2006, each school and school district will also have to demonstrate that there are standards and aligned assessments for those grade levels.
- 11. Multiple assessments continue to be required to document progress on all reading and mathematics standards.
- 12. As each district moves to a standard referenced approach, it is important that a school or school district can not only document the percentage of students proficient at each of the required grade levels by performance or achievement levels and also on each standard appropriate to the grade level.

Iowa Department of Education Page 7 12/03/02

- 13. Schools and school districts do not submit district-wide assessment plans by September 15, 2002.
- 14. Schools and school districts scheduled to submit a CSIP this fall <u>do not</u> submit district-wide comprehensive school improvement plans (CSIPs) by September 15, 2002.
- 15. Schools and school districts will submit annual progress reports (APRs) by September 15, 2002.
- 16. Schools and school districts will submit district-wide assessment participation rates matrixes by September 15, 2002.

Conclusion

The DE is striving to provide lowa schools with appropriate technical assistance with regard to lowa's commitment to meet the demands of its timeline waiver for ESEA 1994 and new requirement for NCLB 2002. Please be assured that the DE will do the following:

- Continue to inform schools and school districts as the implementation of NCLB progresses (check DE's Web site at www.state.ia.us/educate).
- Submit the state's consolidated plan to the USDE.
- Provide additional technical assistance for AEAs and LEAs in planning and reporting.
- Provide technical assistance for assessment measures to determine technical adequacy and alignment of assessments with standards.

Watch for dates to be published next fall to provide in-depth technical assistance workshops.